

DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAMS

Burke School District Continuous Improvement Monitoring Process Report 2006-2007

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Dates of On Site Visit: November 8, 2006

Date of Report: December 21, 2006

This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

Promising Practice	The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
Meets Requirements	The district/agency consistently meets this requirement.
Needs Assistance	The district/agency consistently does not meet this requirement and is out of compliance.
Needs Intervention	The district/agency consistently does not meet this requirement and is out of compliance.
Not applicable	In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

Principle 1 – General Supervision

General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

Steering Committee Self-Assessment Summary

Data sources used:

- District instructional staff information
- C – Suspension and expulsion information
- D – Statewide assessment information

E – Enrollment information

F – Placement alternatives

G – Disabling conditions

H – Exiting information

Surveys

Information on home school students

Comprehensive plan

Teacher Assistance Team (TAT): referral vs. non-referral information

Screening

Promising Practice: The school district conducts Birth to 5 screening activities through a collaborative approach. These screening are conducted in the fall of each year utilizing individuals from Mid-Central Educational Cooperative, HeadStart, the county health nurse, the school district and the school's preschool. The screenings conducted provide information not only for child find but also to assist HeadStart in meeting their requirements for students which are placed in their program.

After School Program – For 3 hours after school, Club E³ provides homework help, fun activities and community service projects for K-5 students.

Preschool Program – Children at the age of four years attend preschool for three hours a day, twice a week participating in structured activities that promote school readiness.

Big Pal/Little Pal – A mentoring program where high school students are paired with elementary students to do activities that provide positive influences and role modeling.

Business Book Buddies – A community based evening in which businesses in town sponsor the evening and read books to the elementary students. The books read are related to the evening's theme. Over the past 3 years we have had Business Book Buddies with the rodeo club, grocery stores, fire department, fishermen, and sports programs.

Attendance at Data Retreats and discussion with entire staff of the results.

Curriculum Mapping for entire staff on May 25, 26, & 30, 2006

Accelerated Math – A individualized computer-based curriculum provided to students as an alternative math curriculum. Students progress through math concepts at their own rate based on mastery of the concept. Curriculum available for students who have difficulty with the regular curriculum

Book It – Each month, elementary students read the required number of books or minutes depending on the grade level and receive a pizza certificate for a free pizza at Pizza Hut.

Character Counts – The 3rd and 4th grades have an aluminum can drive all year in which our community may drop off cans. The proceeds from the cans are then used to purchase or donate money towards community and school projects based on needs. These projects have included buying books for the public library, flags to hang on mainstreet, equipment at the city park, utensils to furnish the kitchen at the Burke Civic Center, and curriculum needs of the elementary classrooms.

Learning Links – A program funded through the collection of Box Tops for Education. This money is used to assist with the financial needs of field trips, classroom books and resources, and student incentives.

En Passant/News Bowl – Each month, 3rd, 4th, and 5th grade students participate in a current events game. The 4th grade parents or other relatives come to school to participate with the student in a current events game.

SD Walks – 3rd, 4th and 5th grade students set aside approximately one half hour to walk each week to promote exercise as a healthy living alternative.

Other community outreach – Each month, the elementary school students participate in some type of community service activity. Activities have included Grandparent's Day with the elderly at the Nutrition Center in town, picking and delivering pumpkins to the elderly citizens, crafts made and given to the elderly, caroling around the town, delivering May baskets around town, Valentine cards to Veterans and set to Iraq, singing and reading poems to elderly at the assisted living homes.

Ronald McDonald House – Pop can tabs are collected throughout the year and taken to the Ronald McDonald House.

FACS/FCCLA – These high school students do many community service activities. These activities include a Mitten Tree to collect mittens, hats and scarves for the needy children in town, stuffed animals given to the Gregory County Women's Shelter, collection of old cell phones for the Mini Relay for Life fundraiser and the American Cancer Society.

ACADEMIC COMPETITION - The district provides several opportunities for students to demonstrate their academic excellence by participating in outside activities such as Reading Olympics, Spelling Bee, Quiz Bowl, Academic Olympics, and Brain Brawl.

ASSIGNMENT BOOK PARTY – At the middle school level, all students are provided an assignment book to track their assignments. At the end of the quarter, all those students completing their assignment book are rewarded with a recreational party.

HOSPITAL WEEK – The Burke Hospital provides an activity for each grade level at the elementary where the students go to the hospital and learn about a medical procedure.

FIRE PREVENTION WEEK – All students K-5 visit the fire hall to see a demonstration of fire safety and tour the fire trucks and the ambulance.

HEALTH FAIR – All students K-12 visit the health fair to increase their knowledge about medical safety, medical procedures and medical careers.

CAREER DAY – The junior and senior classes attend a career fair which includes booths from colleges, armed services and technical schools to get information about post secondary opportunities.

JOB SHADOW – Middle school students choose an occupation or a local business person to shadow for the day.

CAREER DAY – The 8th grade class go the Sioux Falls to tour Southeast Technical Institute and air national guard base.

PEER TUTORS – Juniors and seniors may volunteer to tutor other students having difficulty in their classes.

SASH – Supervised After-School Hours – Students with failing grades, missing assignments, or behavioral issues are assigned to a specific time to study after school with teacher supervision.

Meets requirements:

Based on the screening procedures comprehensive plan and the media statements, the steering committee determined that the district is meeting requirements for Child Find. Based on the number of referral received and evaluated, referral info found in files and the school districts referral process, the steering committee determined the district meets requirements. Based on the fact the school district includes no private schools and pertinent information is included within the comprehensive plan, the steering committee concludes that the district meets requirements. The decreasing drop out rate for all students and the 100% graduation rate for students with disabilities, the steering committee concluded the districts meet requirements. The district has not had any suspensions or expulsions for the last four years and no students have been placed in alternative placements, the steering committee determined the district meets requirements in this area. Based on the districts graduation, suspension and expulsion, and referral data and personnel development, the steering committee concluded the district meets requirements.

Validation Results

Promising Practice

Through interviews with administrators, general education teachers and special education teachers, the district determined Birth to 5 screening activities are conducted through a collaborative approach including Mid-Central Educational Cooperative, Head Start, county health nurse, district preschool and school district. The information gathered serves as a child find activity for the school district and assists HeadStart in meeting requirements for students placed in their program. The community health nurse also identifies students and families who may need follow-up visits or additional health information. In addition the district preschool program serves children beginning at age four, each student attends preschool twice a week for three hours a day to promote school readiness. Through interviews, staff noted positive outcomes for children moving into kindergarten. The district after school program is a result of 21st Century grant, children are provided with a safe environment, help with homework, many activities and are involved in community service projects.

Through staff interviews, the monitoring team identified the Big Pal/Little Pal mentoring program as a promising practice. This mentoring program is an opportunity for high school students to be a positive role model for students who need a role model in their life.

Through staff interviews at the middle school level, the monitoring team determined the job shadowing opportunities for middle school students is an exciting method to develop understanding of a variety of jobs in the community and provides students with career information necessary for making life decisions.

Meets requirements

The monitoring team agrees with areas identified as meeting requirements under general supervision as concluded by the steering committee.

Principle 2 – Free Appropriate Public Education

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

Steering Committee Self-Assessment Summary

Data sources used:

- B – District instructional staff information
- C – Suspension and expulsion information
- E – Enrollment information
- F – Placement alternatives
- K – Early intervention (Part C) exit information
- L – Complaints
- M – Hearings
- N – Monitoring
- Surveys
- District Comprehensive Plan
- Student Files
- Review of district wide inservice

Meets requirements

Based on provision of services to students with disabilities and parent satisfaction of their student's education, the steering committee concluded that the district meets requirements. Based on the school districts disciplinary procedures and zero students have been suspended or expelled or placed in an Interim Alternative Educational Setting, the steering committee concluded that the district meets requirements.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under free appropriate public education as concluded by the steering committee.

Principle 3 – Appropriate Evaluation

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

Steering Committee Self-Assessment Summary

Data sources used:

Teacher file reviews

Prior notice

Telephone log

Evaluation report

Exit and re-entry into special education

Number of placement committee overrides

Surveys

General curriculum information

Comprehensive plan

Initial referral log

Needs improvement

Based on the content of the MDT form and the recognition of the high incidence of students with disabilities, the steering committee concluded the district needs improvement.

Out of compliance

Out of 21 files reviewed, 16 of the files did not contain parental consent for all types of evaluations given and did not include parent input into the evaluation process, the steering committee concluded that the district is out of compliance in this area.

Validation Results

Meets requirements

The monitoring team concluded the school district has revised the multidisciplinary report form to include all required information. Based on files reviewed since the onsite technical assistance activity on March 3, 2006, the monitoring team noted the district now includes parental input into the evaluation process and obtains parent consent for all types of evaluation.

Principle 4 – Procedural Safeguards

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

Steering Committee Self-Assessment Summary

Data sources used:

Teacher file reviews

Surveys

Comprehensive plan

Parental rights document

Consent and prior notice form

Meets requirements

Based on 100% of parents receiving parental rights, the steering committee concluded that the district meets requirements. Based on consent received on 100% of files reviewed for evaluation, extended school year services and the initial provision of services, the steering committee concluded that the district meets requirements. Based on the district's comprehensive plan for confidentiality and access to records, and parent surveys indicating they are provided copies of forms, the steering committee concluded that the district meets requirements. The district has not had a complaint filed with the special education program in the past five years. The district has not had a request for a due process hearing within the past 10 years. Due process hearing procedures are specified in the district comprehensive plan. The steering committee concludes that the district meets requirements for this area.

Needs Improvement

Based on the need for a surrogate parent list, the steering committee concluded that the district needs improvement.

Validation Results

Meets requirements

The monitoring team concluded the surrogate parent list provided and training opportunities meet requirements for procedural safeguards. In addition, the monitoring team agrees with all areas identified as meeting requirements under procedural safeguards.

Principle 5 – Individualized Education Program

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP

content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

Steering Committee Self-Assessment Summary

Data sources used:

Comprehensive plan

Teacher file reviews

Meets requirements

The districts written notice for IEP meeting contains all required content and was included in all files, the steering committee concluded that the district meets requirements in this area. 100% of student files indicated the IEP team included the required members and timelines for review of IEPs and evaluations were met. The steering committee concluded that the district meets requirements in this area.

Based on the percentage of files linking functional assessment to present levels of performance and appropriately written goals and objectives, as well as addressing related services and student participation, the steering committee concluded that the district meets requirements in this area.

Based on 100% of IEPs being reviewed annually, documentation of beginning services and parents receiving copies of IEP, the steering committee concluded that the district meets requirements in this area.

Out of compliance

Based on one of three files appropriately documenting transition services and activities, the steering committee concluded that the district is out of compliance in this area.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under individual education program as concluded by the steering committee with the exception of writing goals and objectives linked to present levels of performance. Refer to out of compliance: needs assistance.

Out of Compliance: Needs Assistance

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:
- (2) A statement of measurable annual goals, including academic and functional goals

Through interview and review of student records, measurable annual goals did not link to the present levels of performance at middle school and high school. (Examples: student will improve study skills, will complete an assignment, given homework assignment).

Through review of student records and staff interview, the monitoring team agrees transition areas are in need of assistance. Transition services and activities were generic, not individualized.

Principle 6 – Least Restrictive Environment

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

Steering Committee Self-Assessment Summary

Data sources used:

File reviews

Parent, student, general educator surveys

General curriculum information

Age at placement

Needs assessment information

Personnel training

Budget information

B – Instructional staff information

E – Enrollment information

F – Placement alternatives

G – Disabling conditions

I – Placement by age

J – Placement by disabling condition

L – Complaints

M – Hearings

N – Monitoring

Meets requirements

Based on the district's percentage of students receiving services in the regular classroom being above the state average, the teacher surveys indicating the knowledge needed for modifications and the student's perception of being educated with students of their own age, the steering committee concluded the district meets requirements in this area.

Validation Results

Meets Requirement

The monitoring team agrees with all areas identified as meeting requirements under least restrictive environment as concluded by the steering committee.